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CHARACTER DEVELOPMENT OF THE PRE-SCHOOL CHILD

Submitted by
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(B. S. in Ed. - Boston University 1939)

In partial fulfillment of requirements for
the degree of Master of Education
1947

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"There is no substitute for character ---------Power without character is a menace; charm without character is a snare; cleverness without character is an instrument of destruction; wealth without character debauches its possessor. Seek first God's kingdom and His righteousness, and you can safely possess life's other powers."

- Dr. Willsie Martin

INTRODUCTION

Today the emphasis in child training is on developing, rather than directing, and on doing, rather than on listening, therefore, effective and harmonious behavior is the ultimate goal in child development. Behavior comes from character and the direction behavior takes is usually the result of the habits one acquires. Everyone is ambitious for the children in his care, whether parent or teacher, to so manage the child that he will develop a desirable character. "One of the few attributes common to all mankind is a desire to have good children, and one of the most puzzling problems is the building of character".[1]

We know that if we want desirable qualities in tomorrow's adult we must begin with today's child. Behavior is never incidental or accidental, but is built up in terms of gratification to the individual. Our problem is to substitute right behavior for wrong. New patterns of behavior will be established when it results in satisfaction and security to the child. We cannot assume that proper character development will be accomplished accidentally and contrary to common speculation, there does not seem to be any improvement in character development with chronological age or school advancement.

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[1] Ellenwood, James Lee, "Building Character", Parent's Magazine, (October, 1939) p. 24.

It is the writer's purpose to discuss important qualities of character and to offer some suggestive aims and methods, in the character development of the pre-school child. Because of individual differences in personalities, any plan pertaining to a child's social and moral development must be flexible and adaptable. The success of a certain plan with one child will not guarantee a like performance in every other.

"Whatever the plans adopted or whatever the methods used in our character-building program, we can sense the general feeling among our citizens today that character is the ultimate goal of all our educational endeavor, and that all instruction and all activities of our schools should support that goal."[1]

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[1] McElhinney, Robert, and Smith, Henry, Personality and Character Building, p. 17.

CHAPTER I

RESEARCH IN THE FIELD OF CHARACTER EDUCATION

SUMMARY OF RELATED RESEARCH

Character education has frequently been stressed and has now become one of the most important aims of education. Despite this growing recognition, however, methods of developing character and tools for testing the effects of such methods still seem to be inadequate and the preference for any one best method is debatable. The words, behavior, conduct, personality, and character are inseparably related and will enter nearly any discussion of character, as well as such terms as act, action, and response. Since the child study movement in this country was first initiated many investigations concerning this phase of child training have been made.

Many writers believe that personality is the inclusive term and that character is the most important aspect of personality.

Betts[1] concludes that no absolute line can be drawn between character and personality for the principles concerned with the development of character will in general hold for the wider aspects of personality.

May[2] feels that the tendency today is to identify character education with good behavior, social responsibility, citizenship, and personality adjustment, rather than with religious training, as

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[1] Betts, George Herbert, Foundations of Character and Personality, (New York: Bobbs-Merrill Company, 1937) 371 pp.

[2] May, Mark A., "What is Character Education?", Parent's Magazine, 37: 21-58, April, 1937.

formerly. Merely forcing children to tread the straight and narrow path gives no assurance that they will continue to do so later when released from pressure. Children never stand still physically, mentally, or emotionally which accounts in part for the variation that is found in conduct.

Flanagan[1] reports that most of the theories proposed concerning the causes and consequences of personality differences are based on very insecure foundations and provide a very inadequate basis for an understanding of an individual. He concludes that experimentation should continue to determine the value of hereditary and early environmental factors in determining individual differences, and that well-validated objective tests of behavior which would enable us to secure a comprehensive appraisal of personality in a reasonable length of time, would be of great value.

McLester[2] suggests, from records of actual instances of child behavior, that it is advisable to start moral education in actual situations in social crises rather than in instruction which is unrelated to the child's immediate need. She kept a record of children's free discussions of the moral principles involved in their work and play under her guidance. From this data, she concludes that moral

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[1] Flanagan, John Clemans, "Factor Analysis in the Study of Personality". (Doctor's thesis, Stanford University, California, 1935) - 103 pp.

[2] McLester, Amelia, The Development of Character Traits in Young Children (Boston: Charles Scribner's Sons, 1931) - 123 pp.

instruction arising out of moral crises seems to carry over into moral behavior and altered conduct in life more effectively than abstract instruction.

Charters[1] believes that there is a dangerous weakness in indirect training of character because incidental instruction is accidental instruction, and we should not trust to the simple selection of situations as they arise to care for a complete course of study.

Engleman[2] is of the opinion that "twenty-five normal children associated daily in schoolroom and playground relationships for a period of six, eight, or nine months, are sure to exhibit, within the school year, most of the sins of omission and commission that are known and practiced by any children. It would be strange if there were no need of dealing with an occasional case of lying, cheating, fighting cruelty, vulgarity, profanity, wilful disobedience, laziness, uncleanliness, and shirking. Each one offers the teacher an opportunity to deal with it in such a way that the child may acquire some moral strength at the point at which he has shown himself weak."

McKnown[3] is opposed to the direct method of moral instruction because it does not provide for the acceptance or development of responsible authority and lists the following advantages of the indirect method of character development:

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1 Charters, W. W., The Teaching of Ideals (New York: Macmillan Company, 1927) p. 187.

2 Engleman, J. O., Moral Education in School and Home (Sanborn, 1918) p. 61.

3 McKnown, Harry C., Character Education (New York: McGraw-Hill Book Co., 1935 472 pp.

1. It is natural.
2. It offers frequent opportunities for actual practice.
3. It may be very timely.
4. It offers opportunities for discussion and reasoning.
5. It offers opportunities for conscious choice.
6. It offers opportunities for development of emotionalized attitudes.
7. It emphasizes character as underlying and integrating the whole personality.

The disadvantages of the indirect method are listed by McKnown as being:

1. Apt to be incidental and consequently incomplete.
2. Prove to having no resultant generalizations applicable to other situations.
3. Sometimes slow.
4. Not definitely charged with the responsibility of character education.
5. Forced to depend upon teachers that frequently lack the insignt to sense the moral needs of children.

Hartshorne and May, in an investigation of character education in children, found that parental indulgence in undesirable practices were closely related to delinquency in children. If adults make threats or promises to children which they have no intention of completing and continuously are examples of dishonest behavior, we can expect corresponding habits of subterfuge and cunning to develop in children.

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[1] Hartshorne, Hugh, and May, Mary A., "Studies in Deceit", Studies in the Nature of Character, Vol. I. Columbia University Character Education Inquiry. (New York: Macmillan, 1928), pp. 306.

Lockhart's[1] research dealt with the specific problem of children's attitude toward law and included administering suitable tests of mental ability and a survey test of socio-economic status to see if intelligence or socio-economic status appeared to influence attitude. "The conclusion seems warranted that intelligence is a factor in determining attitude toward such laws and situations as are involved in the tests, provided the mental age is low - eight years or less. As mental age increases, the degree of intelligence appears to exert less influence. --- Sex appears to have no influence of consequence or attitude toward law. The outstanding conclusion is that children do not differ greatly from adults in their attitude toward law. The test locates individual cases that differ widely from the attitude expressed by mean scores but these cases appear to bear no relationship to age, grade level, intelligence or socio-economic status."[2]

Beiswanger's[3] study considered the value of Old Testament stories in character.training. Biblical narratives were subjected to a set of procedures by which their actual worth for children could be determined, and it was found that aside from their cultural significance as Hebrew Tradition, there was little religious value in the

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[1] Lockhart, Earl G., "The Attitudes of Children Toward Law", University of Iowa Studies in Character (Iowa City: Published by The University 1933), 61 ppl

[2] Ibid., p. 37.

[3] Beiswanger, George W., "The Character Value of the Old Testament Stories", (Studies in Character Series, Vol. 3, No. 3., Iowa City: University of Iowa, 1930), 63 pp.

stories. He suggests that it might be better to transfer the time and energy that has been lavished upon Old Testament narratives to more fruitful material.

Hightower[1] concludes that there appeared to be no relationship of any consequence between Biblical information and the different phases of conduct studied which proves that mere knowledge is not of itself sufficient to insure proper character growth.

Howlett[2] affirms that the church is a vital experience in the lives of children and if she has failed to play an important part in the development of character it is the fault of man and not that of the church. She also suggests fourteen basic rules that might guide the religious programs of Sunday Schools staffed with trained religious instructors.

May[3] reports that the trend today is to identify character education with good behavior, social responsibility, citizenship and personality adjustment, rather than with religious training, as formerly. Merely forcing children to follow the straight and narrow path will give us no assurance that they will continue to do so when they are released from pressure.

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[1] Hightower, Pleasant R., "Biblical Information in Relation to Character and Conduct", (Studies in Character Series, Vol. 3, No. 2., Iowa City: University of Iowa, 1930) 72 pp.

[2] Howlett, Elizabeth. (Unpublished Thesis, Boston University, 1936)

[3] May, Mark, "What is Character Education?" Parent's Magazine, April, 1937, p. 21.

Berne's[1] investigation shows that there are certain definite behavior patterns which are a part of a child's personality at a very early age and that in certain traits individual differences are of more significance than age differences.

Pendry[2] states that character may best be taught through the use of properly directed activities, "Big Brother and Sister Organizations", and tasks such as improving the appearance of grounds and buildings, and constructing dog kennels and bird houses to promote kindness to animals. By the use of such projects, Pendry maintains that children develop the trait of kindness by being kind to people and animals and learn to appreciate beauty by improving the condition of their surroundings.

Smith[3] concludes that the teacher has the most effect on the character training of school pupils, followed by the curriculum, athletics, assemblies, organization of the school, and extra-curricular activities.

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[1] Berne, Esther Van Cleave. An Experimental Investigation of Social Behavior Patterns In Young Children. (University of Iowa. Child Welfare Studies, Vol. IV, No. 3, 1930)

[2] Pendry, E. R., "The Organization of the Activities of an Elementary School for the Purpose of Character Education". Journal of Educational Sociology, November 1927; Volume I.

[3] Smith, Charles A., "Positive Factors Which Influence The Character Education of Boys and Girls in The Delphi High School". (Master's Thesis, Indiana State Teacher's College, 1939), 85 p.ms.

Russell's[1] pre-school findings indicate that children learn more easily from one another than from adults and disapproval shown by another child is far more effective in establishing a change in behavior than when expressed by an adult. These should be significant suggestions in developing correct social attitudes.

Hartshorne and May[2] feel that they have constructed a series of tests which will measure certain aspects of character and have developed numerous techniques for testing honesty, though the correlation between moral knowledge and actual deception are not high.

Bronner[3] affirms the li..itations of testing the actual behavior of individuals in ethical situations when he points out that information, rather than moral conduct, were being tested.

Weber[4] states four rules that teachers should follow in strengthening good behavior: first, we must encourage learners to express their honest commitments; second, we must be aware of these commitments; third, we must organize our teaching so that the learner will acquire pertinent facts and information which will enable him to re-examine, continuously; and fourth, we must continuously obtain new knowledge of the learner's commitments as they change and grow so that we can provide growing experiences through which he can obtain further facts pertinent to his new goals.

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1 Russell, J. B., "The Relation of Intellectual, Temperamental, and Other Qualities of Success at School", British Journal of Psychology, No. 312, January, 1934. pp. 245-312.

2 Hartshorne, H., and May, M. A., Studies in Deceit (New York: Macmillan Company, 1928), 432 pp.

3 Bronner, A. F., "The Apperceptive Abilities of Delinquents", Journal of Delinquency, 7: 43-54, January, 1922.

4 Weber, C. A., "Character Building", Nation's School, Vol. 34: 42-43 October, 1944.

It seems quite apparent from these studies that educators and students of child life hold that the early years of a child set the pattern for later life and that many forms of deviate behavior in adult life may be traced back to neglected childhood. There appears to be universal agreement that in the young child early behavior deviations may be discovered which may be interpreted as signals to future major maladjustments in society. Only a few cling to the idea that character is inherited for we now have abundant evidence that character is determined by the kinds of experiences encountered in early years of childhood. "We have blamed our misfortunes on the banker, on Wall Street, on the Republicans or the Democrats, on the delinquency of foreign debtors, or the capitalistic system, on the rich, on technology and overproduction -- in fact on everything and everybody except ourselves".[1] Luckily, man is educable. The writer hopes to point out that there is much in the conclusions of investigators in child education that earnest parents may find helpful in guiding their children to well adjusted socialized adult life.

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[1] Link, Henry C., The Return to Religion. Macmillan Company, 1936. p. 131.

C H A P T E R II

PHASES OF CHARACTER

CHARACTER DEFINED

It is said that people differ in character as completely as they differ in physical characteristics. It is the qualities of character which make for the individual personality. We set up certain standards of action, tastes, ideas, and habits as being unworthy of the term "good character". To live up to these standards is a test of character. In time of disaster, it is easy to tell a person who possess a good character, for that person will remain calm, steadfast, and dependable. It is this power that we want to instill in our youth of today so that his behavior will be the result of his own decision based on the qualities of good character, rather than relying on the suggestion of his friends.

> I seem to see three things in the working of a good moral character: first, a sensitivity as to what may be involved in a situation; second, a moral deliberation to decide what should be done; and third, the doing or the effecting of the decision so made.[1]

At present there is widespread use of the term character and the words "good citizenship" and "good character" have been used interchangeable by many persons. The earliest recorded use of the word character seems to have been by King Ptohotep[2] in Egypt, twenty-seven centuries B. C. "Precious to a man is the virtue of his son, and good

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[1] Kilpatrick, W. H., Foundations of Method, Macmillan Co., 1925. p. 337.

[2] Betts, George Herbert, Foundations of Character and Personality, Bobbs Merrill Co., N. Y., 1937, p. 4.

character is a thing remembered." A few quotations may give enlightenment to the basic concept of character.

> Watson: Real character growth comes in proportion as either children or adults face their own problems frankly, predict consequences, make their decisions, and in practice suffer the consequences.[1]

> Bagley: Moral character certainly presupposes as its basis a multitude of effective specific habits: ------ the habit of brushing one's teeth; of shining one's boots; of speaking distinctly; ------ of repressing the desire to yawn, the impulse to strike, and a hundred other impulses that nature never intended to be repressed, yet the habitual repression of which is essential to civilized life.[2]

> Dewey and Tufts: Character is whatever lies behind an act in the way of deliberation and desire, whether these processes be near-by or remote.[3]

An investigation into Funk and Wagnall's New Dictionary reveals that character is defined as "a list of mental and moral qualities belonging to an individual race as a whole".[4]

Webster states in his Collegiate Dictionary that "character is that stamp of individuality impressed by nature, education, and habit.

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[1] Watson, G. B., "The Project Method", Y.M.C.A. Forum Bulletin, March, 1924.

[2] Bagley, W. C., Classroom Management, Macmillan Co., 1907, pp. 228-229.

[3] Dewey, J., and Tufts, J. H., Ethics, Henry Hold & Co., 1925, p. 203.

[4] Funk and Wagnall's New Standard Dictionary of the English Language, London; New York, Funk and Wagnall Co., 1885.

[5] Webster's Collegiate Dictionary, Fifth Edition, Springfield, Mass., U.S.A., G. & C. Merriam Co., 1936.

These definitions would lead one to believe that character is made up of many qualities and that through proper training, qualities which imply a fine character may be developed.

Everyone has character, the sum total of his characteristics, and one is described as "having character" or "lacking in character". Dr. Cyril Burt, an English psychologist, defines character as "the sum total of those personal qualities of mind which do not constitute or are not prevaded by intelligence. They are marked by feeling rather than by knowledge; by will rather than by skill".

Fine character and emotional stability and a pleasing personality do not just happen; they are achievements gained in the process of becoming an adult.

NEED FOR CHARACTER DEVELOPMENT

Many years ago, Emerson wrote, "The true test of civilization is not the census, nor the size of cities, nor crops -- no, but the kind of a man a country turns out." The truth of these words is being brought emphatically home to us in our present post-war era, and there has been an increasing need for interest and emphasis on character development because of the enormous rise of crime and delinquency. Educators and students of child life now believe that it is the early years which set the pattern for adulthood and that to neglected childhood may be traced the many maladjustments of later life. Childhood is now accepted as being an important period in itself and not merely as a time to prepare for adult life. Nursery schools and clinics are constantly trying to perfect techniques that will aid the difficulties of young children so that undesirable behavior patterns may be discovered early and adjustments made before they become serious personality problems.

A glance through our papers and periodicals brings home to us the prevalence of crime. There are many causes of youthful delinquency but one of the most frequent is unwholesome home and community life. It is erroneous to assume that delinquents come entirely from broken or poverty-stricken homes for many come from homes where everything is apparently provided. Herbert Hoover, in addressing the White House Conference on Child Health and Protection summed up the trend of thought of the meeting by saying, "We need to turn the method of inquiry

from the punishment of delinquency to the causes of delinquency. It is not the delinquent child that is at the bar of judgment but society itself."[1] As the home is one of the first factors in society in developing or hindering delinquency, it is the endeavor of the writer to study and suggest how it may help in developing right-thinking and right-acting citizens.

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[1] Hoover, Herbert, Address at White House Conference on Child Health and Education. School and Society, Vol. 32, No. 851, p. 713, November 29, 1930.

AIM IN CHARACTER DEVELOPMENT OF THE PRE-SCHOOL CHILD

The aim of character development in the pre-school child should be to supply ehough types of experiences which will give practice in correct performance with satisfying results so that the child will be equipped with habits and ideals to help him correctly perform in similar unpredictable situations later in life.

The one main objective of character education is to teach the individuals "Those ideals and habits that will result in the creation of the greatest amount of wholesome enjoyment for the greatest number of individuals over the longest period of time."[1]

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[1] McKown, Harry C., Character Education, McGraw-Hill Book Company, New York, 1935, p. 39.

CHARACTER DEVELOPMENT OF RETARDED CHILDREN

The writer adopts the view that all of a child's early experiences, plus his inherited characteristics both mental and physical, may be reflected in his social and emotional behavior as a growing child and later as an adult but that no child is born a delinquent. Kvaraceus, in his study of juvenile delinquency, concludes that delinquent behavior "is learned and acquired".[1] Studies have been made concerning factors contributing to deviate behavior, such as heredity, traits, physical characteristics, environment, and maladjustment to school life.

The home and school should be a partnership and should have confidence in each other. Up to the time the child enters school, the community and the home environment have contributed to the character development and it is to the school's advantage to utilize this background. Successful attacks on juvenile delinquency will come only to the degree that the school (1) concerns itself with behavior, (2) identifies undesirable behavior patterns, and (3) utilizes other community agencies.[2]

The traits born in a man are enormously important. It has been estimated that eighty per cent of feeblemindedness is hereditary.[3]

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[1] Kvaraceus, William C., Juvenile Delinquency and the School, p. 296, Yonkers-on-Hudson, New York, World Book Co., 1945.

[2] Kvaraceus, William C., Address at Sandwich Luncheon, Boston University Summer School, August 13, 1946.

[3] Haviland, Mary S., Character Training in Childhood, p. 7, Small, Maynard & Co., Pub. 1921.

We know that according to the laws of heredity acquired characteristics cannot be inherited but that any innate characteristic possessed by both parents is doubly liable to be passed on to the child.

According to Kvaraceus[1] the earliest years of the child's life are of tremendous significance in setting the pattern of the child's personality and modes of adjustment of life situations. The roots of much of the child's behavior can be traced back to the earliest months of life and even as far back as the early attitudes and health of the parents prior to the birth of the infant. Gesell, in speaking of this early period, calls it "the most critical epoch of the development of the individual", "when death, disease, and accident then take the heaviest toll".[2]

As the behavior patterns of an individual are most complex and extend back into the immediate and distant past, the effective time to lay the foundation of a strong character appears to be babyhood.[3]

> We must begin not with adults whose habits and ideals are set, but with children who are still plastic. We must begin with children in the home, the school, the street and the playground.
>
> -- Charles Eliot

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[1] Kvraceus, William C., Op. Cit. p. 59

[2] Gesell and Others, The First Five Years of Life, pp. 314-315, New York, Harper & Bros., 1940.

[3] Haviland, Mary S.,OP. CIT. p. 49.

The mentally defective child is frequently a delinquent because he is not able to perceive social situations, realize remote consequences, and profit by instruction. This type of child is less likely to discover for himself through experiences and observations, the laws which govern conduct and make for satisfactory living. Hollingworth states that, "Psychologists working in penal institutions have shown conclusively that crime and delinquency of all kinds are closely related to mental subnormality and that there is no longer any question of the fact that delinquency and mental subnormality are casually related."[1] One feels that Kvaraceus does not tie mental deficiency and delinquency so closely but attaches much significance to other factors.

> Surveys of the intelligence of delinquents have revealed near-average ability, with heavy weighting in the direction of the dull normal. In spite of this strong leaning toward "dull" classification, we can hardly maintain that intellectual inferiority in and by itself causes delinquent behavior. Many dull and inferior children in the general school population never commit delinquencies; many average and bright children do commit delinquencies. When this factor of low intelligence is combined with other burdens of living which characterize the home, the school, and the neighborhood, it seems very likely that the dull children should be more readily predisposed toward delinquent behavior. They lack the judgment to resist the suggestion that they engage in delinquent behavior.

Character traits of children have been evaluated by measuring their behavior in actual moral situations. Some social attitudes have been

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[1] Hollingworth, Leta S., The Psychology of Subnormal Children, pp. 18 - 19, Macmillan Co., New York, 1922.

studied and many traits such as "self-control", "trustworthiness", and "cooperation". Results of these investigations show that children with high intelligence more often received high scores on tests of moral conduct. Although data shows that more dull children are delinquent than bright, there is "no casual relation between intelligence and crime", according to a study by Jones.[1]

It has been thought that physical characteristics either inherited or acquired might be a factor in delinquency. The Glueck's[2] study of one thousand delinquents in Boston found that only thirteen per cent of the children were in poor physical condition. The New Jersey Juvenile Delinquency Commission commented that there were no studies that showed consistently that children who are subnormal physically become delinquent.

There have been suggestions that the position of the child in the family might offer an explanation for behavior deviations. Statistics generally seem to indicate that the intermediate children of large families are most likely of all to become juvenile delinquents. The New Jersey Delinquency Commission's analysis of more than twenty-one thousand children dealt with by New Jersey juvenile courts from 1930 - 1937 revealed that - "The highest relative frequency of delinquents is to be found in the intermediate children in large

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[1] Jones, Vernon, Character and Citizenship Training in the Public School, p. 309, University of Chicago Press, Chicago, Illinois, 1936.

[2] Glueck, Sheldon and Eleanor, One Thousand Juvenile Delinquents, Harvard University Press, Cambridge, Massachusetts, 1934.

families, with the youngest children in large families showing the second highest rate. The lowest rate is for only children, followed by the oldest and youngest children in families having two children."[1]

Though studies show that the capacity for moral responses are somewhat limited by inherited intelligence, studies of children's behavior also fail to prove that there is an innate power of moral discrimination. This causes the Merry's to conclude that "character is largely the result of environment, which places a great responsibility on the home, school, and church."[2] Kvaraceus states in his study of juvenile delinquency "while it seems evident that certain undesirable traits in personality, assuming that intellectual dullness is an undesirable trait, are found with greater frequency among delinquent children than are reported to exist among non-delinquent children, there is no one characteristic which is shared by all or even by a majority of delinquent children".[3]

It is most important for the safety and welfare of the community, as well as for the individual, that all retarded children learn to conform to certain standards of conduct, and luckily good behavior can betaught to children of limited intelligence. Since conduct is largely a matter of attitudes and habits, desirable ones can

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[1] Justice and the Child in New Jersey, p. 85.

[2] Merry, F. K., and Merry, P. V., From Infancy to Adolescence, p. 291, Harper & Bros., Pub. 1940.

[3] Kvaraceus, William C., Op. Cit., p. 134.

best be established through experiences and situations which will call upon the pupil to exercise the desirable traits under consideration. To a considerable degree, success in life depends as much upon correct attitudes and habits as upon a wealth of ideas and information for an honest, faithful worker may hold his job when another more intelligent, but less reliable, loses his.

The following procedures are suggested by Whipple[1] in developing correct behavior in mentally retarded children:

1. Suggest what to do, rather than what not to do.
2. Use praise as an effective stimuli in the case of subnormal children.
3. Capitalize on special talents.
4. Make use of social approval.
5. Inspire confidence.

DESIRABLE TRAITS

1. Obedience - making sure the child has ability to understand and execute the demands made.
2. Honesty - doing own work, playing games fairly, respecting rights and property of others.
3. Thrift - intelligent conservation of use of time.
4. Self-control - disputes settled by other means than fists.
5. Industry and Perseverance - make certain assignments are short enough and easy enough to bring the work within child's power of accomplishment.

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[1] Whipple, Helen, Making Citizens of the Mentally Limited, Public School Publishing Company, Bloomington, Illinois, 1927, pp. 29-39.

6. Good humor - Encourage good-natured losers and the acceptance of criticism in good spirit.

7. Trustworthiness - assume responsibilities of duties and activities.

8. Self-reliance - arouse confidence in their own abilities.

9. Orderliness - systematic arrangement of belongings.

10. Loyalty - understand importance of loyalty to family, class, school, employment and country.

11. Good manners - ordinary polite usage of society; respectfulness, courteousness, thoughtfulness, attentiveness, graciousness, and helpfulness.

Character development should be the final aim of education for intelligence without moral responsibility is detrimental to society. Intelligence does function in forming ourideals and principles, but it is not the basic function in character formation. "The fundamentals of character are truth and justice and a sense of their value and relationship in man's dealing with man".[1] Dr. Ira S. Wile believes that a high degree of character-development does not come through a direct appeal to the intelligence but results from suggestion. The suggestion that goes to formulate character is often far more efficient than the direct intellectual appeal. The essence of character may be found in the words of the prophet Micah, "To do justly, and to love mercy, and to walk humbly with thy God".

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[1] Chicago Association for Child Study and Parent Education, Intelligent Parenthood, University of Chicago Press, Chicago, Illinois, 1926, p. 251.

CHAPTER III

PROCEDURES

INFLUENCE OF HOME AND PARENTS

This study attempts to present, in simple form, some of the findings of students in the field of psychiatry, psychology, pediatics, mental hygiene, and education in attempting to prevent and overcome undesirable attitudes and behavior in pre-school children and to help the reader to a better understanding of established practices and procedures which will aid in character development. The author will outline some of the essential needs of the pre-school child and suggest ways for meeting these needs in order to assure our children a measure of this "happy, satisfied childhood". These suggestions are based on the findings of authors, some of whom are cited in this section whose contributions to the field of character education have furnished the authority for the following sections of this presentation. As the home is one of the first factors in society in developing or hindering undesirable behavior, this is an attempt to study and suggest how it may help in developing right-thinking and right-acting citizens.

"The oldest of all agencies of character education is the family. Although it has been steadily surrendering educational functions to other institutions through the ages and particularly during recent times, it remains today the most powerful of all influences affecting the moral growth of the child".[1]

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[1] Department of Superintendence, Character Education, Tenth Yearbook, 1201 Sixteenth Street Northwest, Washington, D. C., 1932. p. 18.

The home, the neighborhood, the school, the church and the community organizations all have a share in influencing the life of the child. As the home is the first training center for the child, it can be a powerful agency or a destructive force in developing desirable social behavior as it disperses authority and responsibility. A principle of progressive education is "discipline in the sense of growth toward self-discipline". The general atmosphere of a home has more effect on a child's behavior than the parents' conscious efforts at training. Parents, in their conduct toward young children, are too often governed by their emotions instead of turning to scientific findings concerning child development.

Parental friction has a very bad effect on a child. When something goes wrong at home he no longer feels carefree as his playmates and immediately realizes he feels different from the rest. Because he feels that his family is different from that of his playmates he will eventually act differently. The group soon notices this, and he is set apart. Children need to feel the security of "belonging", not only to their parents but to their play group as well. If this security is jeopardized they will develop traits which may influence their personalities all of their lives.

There is always a cause for behavior, even though the cause is not apparent and is even unknown. No child is born "bad". His behavior is often the expression of deep emotional needs. He will only

misbehave when he loses confidence in himself and gives up hope. For this reason, children need constant encouragement which depends upon sincerity and recognition of the personal value of the child. By our faith in an individual we can instill self-confidence and courage, never forgetting that a child's paramount need is affection. By the time the child is a year old he begins to copy the acts of other persons and the tendency to model certain behavior on the acts of others is at its height by the age of three or four years. "Cruelty or unkindness on the part of the parents toward each other or the children can hardly escape being reflected in the behavior of the child. Criticism, fault-finding, intolerance toward the school or church, find expression in the attitude of the child toward these institutions."[1] The easiest and most natural way for a child to acquire good character traits is to absorb them from his home environment. Nervousness, irritability, and a loud voice are contagious for a child is very responsive to his environment. Kindness, a cultural voice, and good manners will have an equal effect in producing favorable responses. Many people still feel that there is no escaping a large number of maladjustments such as tantrums, fears, bullying, and timidities, but nursery-school people know that "The number is

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[1] Betts, George H., "Foundations of Character and Personality," the Bobbs-Merrill Company, New York, 1937. p. 186.

much greater than nature ever intended and that our own conditions of living are often directly responsible for them. By reducing tension and the extremes of affection and coldness to a relatively temperate middle ground ..... these difficulties may be reduced to a minimum".[1]

Parents are the most important single element in a child's environment and regardless of their ability to supply material things can still give their children love and inner security. If the child is happy and confident "his world will be a good place". Children need the stabilizing influence of adults who are concerned about them and to whom they can turn for help and comfort. The way a child feels about his family and home is the way he will feel about the world, and for a little child the home atmosphere does represent the whold world. It is his first social unit, and when he later faces situations in the world he will interpret them in accordance with the experiences he has gained in his own home.

"Reliability depends largely upon the child's teaching and his environment. Homes basing their policies on fair dealing and straighforwardness usually develop children with these same qualities. The parent is continually being tested and appraised by the child. The slightest tendency to dishonesty leaves its mark."[2]

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[1] Stoddard, George D., "The Kindergarten and the Nursery School", The Journal of the National Education Association, December, 1932, p. 280.

[2] Boysen, Agness, First Things First, Associated Authors, Chicago, Illinois, 1938. p. 136.

The first year is the most formative year of life and attitudes may be formed for life during this period.

"A child begins at birth to organize his pattern of behavior in relation to his specific needs ..... The more opportunity he has for practice, the more fixed become the patterns".[1] These patterns will differ in each person because the behavior is always directed towards the satisfaction of the individuals' needs and wants which, of course, vary in every individual.

In the past it was advocated that definite schedules for the baby be strictly adhered to, but after much study authorities have decided that even the littlest baby is an individual so the program should vary to suit his needs. If not, the mother all unknowingly may build up in her child negative attitudes, subborn reactions, and a sulky or unwilling way of feeling and acting towards people and life which will follow him all his days. The baby who has been sternly regimented against his infantile instincts in the early years of his life may become a moody, unpredictable, anti-social citizen later on. A young child needs warm affectionate treatment in order to feel safe and secure in his parents' love and plenty of protection and sympathy without indulgence when disaster comes - yet be stimulated to use his

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[1] Blatz, William E., Understanding the Young Child, William Morrow and Company, New York, 1944, p. 154.

own powers and make his own decisions. We know that a happy person is a better citizen than an unhappy one, so by making children happy we are taking the first step toward securing the best citizenship we can get from them.

The competition among brothers and sisters is one of the strongest influences in the development of every child.[1] There is often a conflict between siblings which parents are not aware of which leads to the strengthening of undesirable traits. This spirit of competition within a family calls for a deliberate effort to develop united activity and common interest in order to increase a feeling of belonging together. Family games, tours, outings, and discussions are effective in lessening competition within the family and overcoming the possibility of a feeling of neglect on the part of any one child.

Children place little value on wealth and some extravagantly-supplied homes have produced unhappy, maladjusted children. However, Gessell states "Underprivileged pre-school children suffer not only in a physical sense. They suffer psychologically. They feel mental insecurity. In crowded and shiftless homes they develop anxieties and perplexities. ----- Innumerable households still use methods of harsh discipline: chronic scolding, shouting, terrifying threats, slapping, beating. Needless to say, such inconsiderate disregard for the dignity

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[1] Dreikurs, Dr. Rudolf, The Ladies' Home Journal, December, 1946, p. 40.

of the individual is inconsistent with the spirit of democracy. In fact, misguided and crude forms of child management are so widespread as to constitute a public health problem, a task of preventive mental hygiene."[1]

It is the parents that make the home. The good home starts functioning for the child when the mother first satisfies the baby's need for physical comfort. In this way the child forms his earliest attachment to his parents and it increases while they are able to grant him satisfactions. When these have to be refused for any reason, an angry child may result and here enters the training of the good home. Gradually the child learns to accept restrictions and discipline for the sake of his parents. This interchange of love for restriction is the basis of character training and conduct. The following points are those agreed upon by a group of doctors of childhood when discussing what made a good home for a child:

> A good home has little to do with money - and money will never buy it.
>
> A good home for a child is less possible among the very rich than among the poor and the sturdy middle class.
>
> Poor parents - yes, parents decidedly poor - are today providing and making many of the best homes for children in the United States.
>
> A good home is almost impossible unless both parents sincerely love each other and also sincerely and wisely love all their children.

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[1] Gessell, Arnold, The First Five Years of Life, Harper & Brothers Publishers, New York, 1940. p. 310.

> No home, despite all its other advantages, can be really good if the father delegates all the responsibility for the children to his wife. The father must contribute his share in making the home good; and this is a share beyond his financial support of the home.
>
> A home may be a very good home for children and yes be most modest, bare, even primitive, in its appointments. The first fundamental quality of a good home for children, and perhaps the most important is emotional and spiritual. Cheerful, loving, interested parents are the beginning, right-minded, steady, sympathizing, reasonable people, people who love each other and the children.[1]

No other undertaking presents so many opportunities for school and home conflict as character training. "Thou shalt not swear" says the school but the child's idolized parent swears. The school must preserve the pupil's respect for his parents and it must hold to its own standards at the same time. Children quickly absorb the attitudes of the grown-ups around them and even absorb their feelings and prejudices. Children will just as readily respond to positive attitudes of cooperation and tolerance as negative ones, and it is the adult's responsibility to guide them in the right way. To the child it matters a great deal how his parent and teacher look at human life and he is sharply aware of their slightest reaction.

> As he hears their casual talk, observes their action day by day ... such a topic as the news of the day may come up in review during mealtimes. From the parents' comments on those items, even if those comments be no more than the passive silence of acquiescense, the child receives the real moral instruction of his life.[2]

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[1] Levine, Dr. Milton I. and Reich, Mrs. Eleanor, Report of Meeting on Child Training. Boston Sunday Post, January 5, 1947.

[2] Fisher, Dorothy C., National Parent Teacher, September, 1945, p. 6.

We can strengthen correct behavior insofar as we are willing to practice it ourselves. It is important for children to feel that adults have deep convictions and can act on them. Angelo Patri[1] believes that the most effective teaching is performed by example. Like father, like son. Adults can best teach children to be loving, useful, and sympathetic by being so in their way with them. A great deal of what children learn is learned accidentally and by little happenings. Words dropped impersonally into ordinary conversations may develop in the child certain feelings of sympathetic understandings of people's feelings, rights, and duties. When the parent or teacher stands up to trying conditions in everyday living with calmness and cheerfulness, the child can be expected to absorb that spirit as he lives with that spiritual strength day by day.

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[1] Patri, Angelo, The Boston Traveler, December 6, 1946.

HELPS TO GOOD BEHAVIOR

Regularity in a child's routine is conducive to good behavior.

Children are less likely to quarrel if they do not play at one thing too long.

Children desire approval and if constantly given disapproval will develop negativistic behavior.

"Do" is more effective than "Don't". Avoid words that block action, then direct response along favorable lines. Children are sensitive to suggestion and will often respond to suggestion of good behavior.

Explanations and directions given clearly bring better responses than lengthy commands.

Offer a choice when redirecting children's behavior - "Will you do this or that?"

Children learn from desirable examples certain standards of behavior and quickly sense what is acceptable to the group and what is not.

Avoid threats for the fear may be connected in the child's mind only with "getting caught" doing wrong.

Pass lightly over many faults; they will disappear of their own accord.

Appeal to the child's self-respect. Never humiliate him.

Rewarding methods are far more effective than physical punishment which often leads to revolt.

Occasionally a child may "go to pieces" so completely as to disrupt his associates and may need to be removed to a quiet place where he may relax, but the isolation techniques should never make the child feel that he is cut off from the group as punishment, but rather to acquire control.

Select words that have some relation to the child's stage of learning.

Affection is one of the child's basic needs. Give plenty.

Be sure you and the child do plenty of "enjoying" together.

Take time to listen to children. Children gain release through talking it out and play activity.

Don't expect children to be good-natured and compliant all the time. Are we?

Every child is entitled to the best health possible and the healthy child has the best chance of growing into a wholesome adult.

Children find emotional release in messing with moist clay and finger activity.

Be ready to be sympathetic. Say - "I know how you feel". Ask yourself continuously "How is this child feeling?"

Discover the causes of the undesirable behavior and work from cause to result.

Show consistency in dealing with behavior.

Remember: Moral growth cannot be measured in pounds or in inches.

INDIRECT vs DIRECT METHOD

We need character in our youth of today as we have never needed it before. The schools of Detroit have seriously accepted the responsibility of teaching those things which they consider make for good character. The official publication of the superintendent of the Detroit schools points out that historically the means of developing character in pupils have passed through four stages which parallel more or less the changes in education, generally:

1. The Colonial period, in which the aim of all education was to learn the Bible.
2. The moral period in which all stories read had a moral ending.
3. The period of teaching specific character traits.
4. The period of developing "the whole child" - the stage which we have reached today.[1]

Because we accept the truth that children differ in intelligence, physical ability, environment and temperament we must accept the responsibility implied that one method alone which might develop good behavior in one child cannot be depended upon to be effective for all. We must vary our procedure with different children and use a variety of methods and means. The writer has found that suggestions for developing character usually fall into two groups: the direct method and the indirect.

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[1] The Nation's Schools, Emphasis on Character, Nation's School Pub. Co., Inc., Chicago, Illinois, July, 1944, p. 32.

Those who oppose the direct method of moral instruction claim that it does not guarantee the acquisition of desirable traits and habits nor does it provide for the recognition, acceptance, or development of responsible authority. No one can teach a child how to act in all thousands of situations that he will eventually have to face alone but by giving opportunities in accurately sizing up situations, weighing the possibilities of action in terms of effect, and chossing the most worthy action, the child is receiving practice in developing character. "Teach a child honestly how to reason out his moral problems and his character will take care of itself."[1] Socrates believed that no individual would reject any clearly comprehended appearance of the right. Something is wrong with his world when a child is naughty and inarticulate. He is unhappy and his naughtiness is what Weils calls his "cry of despair".

In the pre-school years, the fantastic types of imagination appear to be at their height. Children of this age respond to stimuli fully believing the result of their imaginative mind for the image aroused by the stimuli seems to be so vivid that it is taken for the object itself. The creative imagination is seeking an outlet and adults should pause before condemning these fanciful stories as untruths.

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[1] Charters, W. W., The Teaching of Ideals, p. 347, Macmillan Company, 1927.

This ability is a gift, and if directed carefully, may produce an artist or a scientist.[1] "The boon to the child's personality at this age is his distractability. He can easily be turned from something he should not be doing to another pursuit, and should be distracted rather than punished."[2]

It is important that children be given much practice in performing correctly with pleasant results. The laws governing character education set up by the Head Master's Association in Secondary Education substantiates this.

1. Pupils learn best by associating new materials with known materials, especially those coming out of the commonplace ordinary experiences of life.

2. Mere association is not sufficient opportunity, for practice is essential. Practice stamps in the impressions emphasized and is one of the more effective factors in attitude development.

Punishment may teach children what not to do but does not point the way to desirable behavior. Nagging and scolding are undesirable in dealing with the pre-school child because they tend to fix attention on the deviation from good behavior by surrounding it with a heightened emotional tone and leave the original cause for that particular behavior unchanged. On the other hand, reward or approval may be effective on one individual while punishment or disapproval may be more effective on another.

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[1] Andrews, Elizabeth, The Development of Imagination in the Pre-school Child. 1930. University of Iowa Studies, Vol. III, no. 4.

[2] Spock, Dr., Boston Sunday Globe, February 9, 1947, Cornell Medical College.

> I can not steal. I can not lie -
> Indeed my sins amount to naught.
> Though candidly the reason
> Is, I'm afraid of being caught.
>
> Margaret Fishback
> Life Magazine

Today the emphasis in character education is on developing, directing, and doing, rather than on passive listening to lectures on good behavior, stories with morals, and future threats. Parents and teachers often used the short-cut method to give the child a concept of right conduct, the most common being mottoes and condensed rules of conduct. These in themselves had little value unless based on a sufficient number of concrete instances.

> Moral discussions in the abstract have little or no effect; the only time when discussion really works is when the children themselves contribute to it. Morals can only be learned through the leading of a moral life, a life of joyful, although earnest activity as a responsible member of a social group.[1]

The direct approach toward effecting better behavior is being replaced or used with more flexible methods in our modern child clinics and the indirect method is definitely attracting the greatest interest among educators.

> Education at times should stimulate and favor unborn tendencies, at times inhibit them, and, most frequently of all, direct and guide them. Harmful instincts and capacities are weakened or inhibited by disuse, substitution, and by punishment. Disuse is an excellent method to

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[1] Forest, I., "The School For the Child, From 2 - 8", p. 241.

> employ when the harmful tendency is convenient but it is never quite sure. Punishment, to be effective, must be so administered as to connect the discomfort closely to the harmful act. Substitution is in most cases by far the best method for the teacher's use. The tendency of a child to torment a kitten may be inhibited by giving the child no kitten to play with, or by teaching him early to stroke and feed the kitten, or by beating him in case he does torment it. The good and efficient character implies the subjugation of those instinctive tendencies to action which injure oneself or others, the energetic action of desirable ones, the presence of worthy ideals and the connection of these with appropriate acts, a multiplicity of useful habits, the power to see and react to the element of a situation which will issue in an act producing the best results, the power to react to barren abstractions such as ought, right, and true, the power to delay decision until enough evidence is in to warrant one in deciding, the power to refrain from delaying it too long, and the power to stand the strain of effort implied in choosing a relatively unattractive course of behavior. Useful instincts must be given a chance to exercise themselves and become habits. Harmful instinctive responses must be inhibited through lack of stimulus, through the substitution of desirable ones, or through actual resultant discomfort as best fits each special case. The mind must be supplied with noble ideas through the right examples at home, in school, in the world at large, and in books. These ideas must be made to issue in appropriate action or they may be worse than useless..... Especially important is the actual formation of definite habits. If a man does what is useful and right he will soon gain proper ideas of social efficiency and of morals.[1]

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[1] Thorndike, E. L., Elements of Psychology, pp. 293-294. A. G. Seiler, 1922.

The following is a summary of two plans of character education and a more thorough study would reveal to the reader the importance placed on the combination of the indirect and direct methods of character training.

IOWA PLAN FOR CHARACTER EDUCATION

The Iowa Plan of Character Education Methods[1] suggest specific lines of preparation for health, life in the group, civic and other relationships. The Iowa Plan indicates the part which the social subjects may play in forming right attitudes and describes means of testing and recording the development of individual children. Mention is made of the value of the cooperation of such agencies as the home, the school, the church, the public library, the moving picture and various civic organizations. The entire program is integrated with the regular school work and methods and materials are suggested which are suited to all stages of development from the kindergarten through the twelfth grade.

LOS ANGELES CITIZENSHIP COURSE OF STUDY

The Los Angeles Citizenship Course of Study[2] represents the work of a group of supervisors and classroom teachers for use in the

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[1] Iowa Plan. Character Education Methods. Capital Press, Washington, D. C., 1922.

[2] Los Angeles, California. Citizenship Course of Study, 1927.

schools of Los Angeles. The training proposed is described as being of two types, namely the direct and indirect. The necessity of giving children the opportunity to carry ideals over into behavior is emphasized as well as the importance of the example of the teacher. The play lays much stress on the use of good literature. The authors maintain that with small children one looks for stories where the right behavior or solution is guaranteed so that right patterns and standards may be established, but as children grow older in judgment they can handle more problematic cases and make safe judgments.

The indirect or "Life Experience" method allows children to develop favorable traits through challenging activities which emphasize everyday behavior. In these situations which arise, parents and teachers can encourage the child to work out satisfying solutions for himself and his group, giving him freedom to develop through making his own choice. If one can't change the situation the misbehavior should be ignored and the child should be interested in other activities. Before this situation can recur, make conditions favorable for his success in the desirable undertaking. One should be present to see that the right behavior recurs whenever the first situation recurs until the child has learned to behave in the desired way. If enough occurrences do not come about naturally so that the child can learn this new and better way of behaving, other opportunities must be made for him to practice succeeding with it until he learns it. "Behavior has to be learned in the same repetitive fashion that schoolroom facts

are learned."[1] Certain forms of behavior which are not taught by example must be given by instruction but it is important that such instruction be closely related to the situation.

When a child makes the right adjustment to a situation and is made to feel the approval of the group, he is gaining an understanding and appreciation of what right conduct is and is developing self-control. This growth comes in practicing it in situations where the necessity for control is realized by the child and not the result of directions from a grownup. In this way, children gradually acquire self-discipline through the life situations they have to meet. As a child matures he will need to be able to accept denials when necessary. It takes a sensitive adult to know when to allow permissiveness and when to use control. One psychologist has said that the child who, by the age of three years, has not learned the meaning of the word "No" has had three years preliminary training in crime.

"One actual ethical situation met and solved is worth more to the child than a dozen imaginary moral questions selected as topics of discussion. Practice the good life rather than entertain thoughts about it."[2]

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[1] Waring, Ethel B., "If Not Punishment - What?", Parents' Magazine, March, 1936, p. 88.

[2] Character Education Methods, The Iowa Plan Character Education, Institution, Chevy Chase, Washington, D. C., p. 1.

There are advantages and disadvantages in both the direct and indirect approach to character development but current educators seem to advocate a merging of the two methods for in developing character in pre-school children there are times when the direct method has been found to have the greatest value and at others the indirect. A complete plan of character education employes all available resources.

BEHAVIOR RECORDS

There are certain deviations from good behavior that are more or less common to all children in any environment but there will always be variations with each individual. This makes it desirable to study the particular child or group and note the undesirable traits which occur more commonly and list those desirable habits which need to be cultivated. This list or inventory of habits and attitudes may serve as an outline in the hands of the parent or teacher of the pre-school child. Such an outline will necessarily be changed from time to time as situations arise which will necessitate the elimination or addition of character traits but in the main will serve as a chart on which to record progress made in the development of the desirable trait.

The following inventory taken from Ruth Andrus' Study[1] may prove helpful in appraising a child's behavior and developing the adult's ability to more accurately observe the activities of small children in the smallest detail relevant to forming desirable behavior patterns. It is bound to help make the observer's judgment more analytical and challenge him to treat the child as an individual and not just a member of a group. These observations should result in better insight concerning the child's social development and personality and should prove a valuable reminder of areas needing guidance.

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1 Andrus, Ruth, A Tentative Inventory of the Habits of Children From Two to Four Years of Age. Teachers College, Columbia University, New York City, 1924, pp. 43, 44, 49, 50.

AN INVENTORY OF THE HABITS OF CHILDREN FROM TWO TO FOUR YEARS OF AGE

I Emotional. II Social-Moral.

I. EMOTIONAL

Part I

Does the child (2) very often, (1) sometimes, (0) never

1. Come to the nursery school unwillingly?
2. Cry at nap time for (a) mother, (b) sister, (c) home?
3. Cry when left with adults other than teachers?
4. Ask for his mother?
5. Cry to go home?
6. Watch for his mother or father at night?
7. Cry easily when hurt?
8. Cry at the table?
9. Strike others without apparent reason?
10. Strike in defense of self?
11. (a) Resist, (b) pull, (c) kick, (d) strike in defense of possessions?
12. Throw himself on floor when crossed?
13. Cry when crossed?
14. Cry and hit when crossed?
15. Sulk when crossed?
16. Strike or hit the furniture when crossed?
17. Do something he knows he should not do when crossed?

18. Show annoyance at the action of any other child?
19. Show annoyance at the action of any special child?
20. Show annoyance at the action of teacher or any other adult?
21. Vomit as a result of anger?
22. Seem frightened by (a) children, (b) teacher, (c) adults?
23. (a) Shrink, (b) cringe, (c) cry when spoken to?
24. (a) Shrink, (b) cringe, (c) cry at a loud noise?
25. Become frightened when climbing?
26. Become frightened when up high?
27. Become frightened when swinging?
28. Fear thunderstorms?
29. Have special or peculiar fears? Illustrate.
30. Fear animals?
31. Fear (a) worms, (b) insects?
32. Worry?
33. Vomit as a result of fear?
34. Hit or abuse pictures?
35. Destroy property?
36. Tear flowers or pick them to pieces?
37. Laugh at the mistakes or disasters of others?
38. Appear listless, i.e., indifferent? Illustrate.
39. Giggle?
40. Laugh without restraint?
41. Let others take his toys without protest?
42. Hesitate to do anything new?

43. Seem conscious of the observation of others. Illustrate.

44. Seem to be easily humiliated?

45. Seem to be easily confused?

46. Show indications of stereotyped reactions? For example, feel it necessary to run around the sand box before going down the slide or starting any other activity?

47. Show marked dislike for any person, thing, or food? Illustrate.

48. Enjoy inflicting pain?

49. Enjoy seeing others suffer?

50. Enjoy inflicting pain on himself?

51. Enjoy having others inflict pain on him?

52. Like disgusting things, scenes, or smells? Illustrate.

53. Have to be put in his chair at the table?

54. Have to be coaxed to taste his food?

55. Have to be forced to taste it?

56. Push his food away?

57. Refuse to swallow his food, i.e., spit it out?

58. Hold it in his mouth a few minutes before swallowing?

59. Show any tendency to regurgitation, i.e., allow the muscles which control his swallowing to reverse their action?

60. Eat food picked up from the floor?

61. Put things in his mouth?

62. Play with his belt or clothing?

63. Pick his fingers, nose, or face?

64. Bite his nails?

65. Suck his thumb?

66. Suck his fingers?

67. Twist his hair?

68. Swing his foot?

69. Stumble or fall?

70. Twitch in any part of his body?

71. Indulge in peculiar facial expressions?

72. Seem excited by the presence of other children?

73. Seem excited by any activity?

74. Have rapid emotional transitions?

75. Show jealousy of playmate or adult? Illustrate.

Part II

Does the child (2) very often, (1) sometimes, (0) never

76. Come to the nursery school very willingly?

77. Do something strenuous to control his temper when angry, e.g., walk the floor, rock very fast, etc.?

78. Listen to music at all?

79. Listen to music with apparent pleasure?[1]

80. Ask for music

81. Sing or hum to himself?

82. Express himself rhythmically?

83. Attempt to play the piano without great discord?

84. Notice pictures?

85. Seem to enjoy looking at pictures?

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[1] If 79 is answered affirmatively, answer 78 also.

86. Voluntarily go up to flowers?

87. Voluntarily smell them?

88. Arrange them with care?

89. Caress them?

90. Notice pretty colors?

91. Like the feeling of fur, buttons, velvet, etc.?

92. Jump, run, shout, or sing merely because he is in good spirits?

93. Appear cheerful?

94. Enjoy initiating any activity?

95. Laugh from sense of power, i.e., over success in some activity?

96. Laugh at the fun of things, of happenings?

97. Laugh at a story which contains an absurdity?

98. Fold his hands during grace?

99. Close his eyes during grace?

100. Sit or stand quietly during grace?

101. Say grace?

102. Respect the teacher?

103. Respect authority?

104. Show special attachment for (a) teacher, (b) playmate, (c) toy, (d) chair, etc.?

105. Appear demonstrative?

106. Like animals?

107. Sit down at the table with apparent enjoyment?

108. Enjoy his food?

109. Look surprised at the result of his own act?

110. Look surprised at the result of the action of another?

111. Show surprise by ejaculation or sound?

112. Show surprise at a strange object?

IV SOCIAL-MORAL

Part I

Does the child (2) very often, (1) sometimes, (0) never

1. Play with any one particular child?
2. Play with any child without preference?
3. Play with the group, i.e., with several children?
4. Share toys with one particular child?
5. Share toys with any child?
6. Seem acceptable to the group, i.e., do other children like to have him play with them?
7. Cooperate with the teacher in serving meals, etc.?
8. Seem friendly with all the staff?
9. Seem friendly with only one member?
10. Seem friendly with adult visitors?
11. Seem friendly with new child?
12. Try to make new child one of the group?
13. Seem interested in children in the group?
14. Seem interested in only one child?
15. Help any child in a difficulty?
16. Show sympathy for any child?
17. Show sympathy for any adult?
18. Seem willing to receive help in washing, i.e., not wish to do it alone?
19. Seem willing to receive help in dressing, i.e., not wish to do it alone?

20. Seem willing to receive help in making his bed, i.e., not wish to do it alone?

21. Wash himself without help?

22. Dress himself without help?

23. Make his bed without help?

24. Feed himself?

25. Amuse himself?

26. Ask for help in any activity?

27. Imitate others in choice of toy or game?

28. Imitate others' words or actions?

29. Initiate games?

30. Appear to be imitated by others?

31. Appear as a leader in carrying out the suggestions of others?

32. Obey willingly?

33. Wait his turn willingly?

34. Get toy to give to another child?

35. Give up toys to others willingly?

36. Recognize the rights of others, i.e., priority of claim on playthings, etc.?

37. Show a sense of fairness? Illustrate.

38. Wait until all are served before eating?

39. Stop crying when told to?

40. Accept refusal pleasantly?

41. Say "please", "thank you", etc., to the teacher?

42. Say "please," "thank you," etc., to children?

43. Hold gate or door open for others?

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44. Hand things to others at table and elsewhere?

45. Voluntarily shake hands with anyone?

46. Tell the truth?

47. Distinguish between fact and fancy?

48. Appear to be affected by the teacher's approval?

49. Appear to be affected by one child's approval?

50. Appear to be affected by the group's approval?

51. Take responsibility for himself?

52. Take responsibility for others younger?

53. Take responsibility for others of his age?

54. Try to boss?

Part II

Does the child (2) very often, (1) sometimes, (0) never

55. Prefer to play alone?

56. Excite the group by his presence?

57. Day dream?

58. Show a tendency to negativism, e.g., say, "No, no," to any suggestion or person that comes to him?

59. Seem to be contrary?

60. Deliberately annoy any one child?

61. Annoy any child?

62. Tease any child?

63. Disobey wilfully when he understands what is expected?

64. Assume an expression of defiance?

65. Do something he knows he should not do if he thinks no one is looking?

66. Seem impatient for his turn?

67. Take a toy from another?

68. Grab toys?

69. Give up toys unwillingly?

70. Lie for self-protection?

71. Lie for the protection of others?

72. Tell impossible tales of things done, seen, or possessed?

73. Tell tales, i.e., tell the teacher of another's mistakes or transgressions?

Suggested questionnaire as to the
state of happiness of a child.

1. Is he free from worry, fear, ill health, strain, or a sense of inferiority?

2. Is he interested in his play?

3. Does he have an opportunity to express himself?

4. Does he have freedom and help in following his characteristic interests and in developing his special talents?

5. Is he being given time to learn things and to achieve emotional stability?

6. Is he given time to adjust to other people and a chance to contribute to group enterprises?

Character tests help the adult to gain a knowledge and an understanding of the strong and weak points in the personal character of the child and suggest to him the things he ought to do and ought not to do in forming the right kind of habits. The following items are taken from a character test prepared by the Character Education Institution.[1] It should be given only as often as though necessary to keep the suggestions before the pupils.

A CHARACTER TEST FOR PRIMARY CHILDREN

1. Did you sleep ten hours or more last night? .....
2. Did you wash your hands before each meal yesterday? .....
3. Did you wash your teeth yesterday? .....
4. Did you put away your wraps when you came home from school yesterday? .....
5. Did you arrange your clothes last night so that they would be easy to find and put on this morning? .....
6. Did you go straight home from school yesterday? .....
7. Did you try to keep from soiling or tearing your clothes yesterday? .....
8. Did you step aside to let anyone pass you yesterday, on the sidewalks, in the halls, or at doors? .....
9. Did you do anything yesterday that you ought not to have done?.....

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[1] Character Education Methods, Character Education Institute, Chevy Chase, Washington, D. C., 1923.

10. Did you share anything (apple, candy, nuts, cake, etc.) with brothers, sisters, or playmates yesterday? .....

11. Did you cry yesterday? .....

12. Did you complain when asked to do anything yesterday? .....

13. Did you quit playing or pout yesterday when you could not have your own way? .....

14. Did you quarrel with anyone yesterday? .....

15. Did you go away from home yesterday without telling anyone where you went? .....

16. Did you bite your finger nails or put pencil in your mouth yesterday? .....

PERSONALITY DEVELOPMENT AND SOCIAL BEHAVIOR[1]

A. Characteristic emotional behavior
   1. Evidence of presence or absence of emotional tension
      a. Emotional behavior in extremes of degree or frequency (Anger, fear, affection)
      b. Habits or behavior indicating emotional tension (Thumb-sucking, nail-biting, masturbation, scratching, biting, pushing, screaming, throwing, uncontrolled hugging, kicking, etc.)
   2. Feelings toward others
      a. Does he show friendliness?
      b. Does he act generously?
      c. Does he ever exhibit jelousy?
      d. Is he ever sulky?
      e. Is he sympathetic?
      f. Is he ever cruel?
   3. General tenor of emotional life
      a. Is he inclined to be moody?
      b. Does he seem to enjoy life?
      c. What is his "tempo"?

B. Characteristic social behavior
   1. Under what circumstances and to what extent does he
      a. Let others participate?
      b. Contribute to ideas of the group?
      c. Participate in the group?
      d. Secure cooperation of others?
      e. Direct a group?
      f. Accept appropriate individual and social responsibilities?

   2. Is he dependent upon social contacts for entertainment? Is he able to work or play alone and enjoy doing so? Does he show a desirable balance between sociability and social independence?
   3. Contacts with adults
      a. Independent of adult in appropriate situations
      b. Dependent on adult in appropriate situations
      c. Is easy in contacts with adults (Not showing off, not defiant, not over-dependent on affection or attention or approval, not withdrawn, not self-conscious, affection is open, natural, normal)

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[1] Updegraff, Ruth, Practice in Preschool Education, McGraw-Hill Book Company, Inc., New York, 1938, p. 317-318.

4. Situations involving personal and property rights of himself and others
   a. Distinguishing between his own and other's material
   b. Methods of defending his own justified rights
   c. Respecting rights of others

C. Attitude toward reality
   1. Ability to criticize himself at appropriate times
   2. Recognizing his own part in failure
   3. Ability to accept failure as encouragement to further effort which, if unsuccessful, is faced effectively
   4. Accepts success gracefully.

D. Personal Attributes
   1. Sense of humor (Readiness to see the funny and amusing side of things. Not frequency of laughter. The extent of likeness to adult humor)
   2. Dependability
   3. Genuineness
   4. Wholesome outlook on life (Attitude toward self and others. Genuineness, Enjoyment. Few fears)
   5. Popularity in group

The anecdotal behavior record of actual behavior responses in children in situations in the classroom and outside has also been advocated as an objective method of measuring character growth in children. It is kept preferably by several persons such as the teachers, the parents, and the principal. The persons making the report attempt to record exactly what happened without adding interpretations of their own. "Anecdotes carefully recorded over a period of time give an objective picture of the personality of the child in action".[1]

We must bear in mind that undesirable behavior is the result of a discrepancy in the function of the individual as it relates to his environment. As all children do not react similarly to

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[1] Bowes, F. H., "Anecdotal Behavior Record in Measuring Progress in Character", Elementary School Journal, February, 1939.

the same situations the remedy is to change the child or his environment or sometimes both. A knowledge of the child in his home and community setting, and an acquaintance with his past experiences is fundamental to understanding why, at a given moment, he responds as he does. "Careful workers have long recognized the desirability of having comprehensive cumulative records for each child.[1] Tests have been designed for testing a knowledge of right and wrong, ethical discrimination, legal information, and good citizenship. The weakness in these lie in the fact that a child may know and give the socially accepted answers to many questions in order to make a good impression without giving evidence of it in his behavior. Another form of testing is the devising of situations in which behavior has an opportunity to occur. Such a test is the May and Hartshorne". Character Education Inquiry.[2]

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[1] Committee on Education Diagnosis, Thirty-Fourth Yearbook of the National Society for the Study of Education, 1935, p. 392.

[2] Distributed by Bureau of Publications, Teachers College, Columbia University, New York City.

CHAPTER IV

SUMMARY

SUMMARY

From this study the writer concludes that good character is not a heaven-sent gift or accidental but is caused, growing out of our daily activities, and that the whole force of education through the home, school, church, and community must be employed against the disintegrating forces of social environment. "Reasonable conformity to social demands, freedom from persistent emotional disturbance, health, a willingness to face facts, a favorable social environment, and a recognition of the value of character"[1] should result in an integration of desirable personality and good character. No one method of teaching character development will reform the world and regardless of the method used there will always be good and bad behavior in children. The best we can hope for is an improvement in their behavior through an improvement in their attitudes toward right and wrong.

These suggestions are not scientific procedures nor are they adequate to meet every situtation, but they are suggestive methods possible for any mother or classroom teacher that may be found useful in the character education of the pre-school child. No rigid formula can be followed, for no two children will have identical experiences, but children may be trained to make proper ethical responses to

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[1] Betts, George H., Foundations of Character and Personality, The Bobbs-Merrill Company, New York, 1937, p. 361.

situations which confront them. Every time we help a child accommodate his behavior as an individual to the group we are contributing to his development in character. It would be futile to strive for uniform results in behavior of children because of individual differences. The reactions are bound to be varied, some showing improvement while others will appear to be little affected by the training given them.

Character traits come from repeated practices and can never be completely generalized, for the people who are dependable in one situation may not be in another, but they can be reliable enough so that behavior reactions may be reasonably predictable. In the growing informality of our schools today, situations constantly arise which offer opportunities for effective training, and it is through the daily contacts with his associates at home or in social groups that the child can be more clearly taught to understand the type of behavior which is considered right. Results may be expected to be slow because the process of forming habits is slow so we should not expect too immediate changes in the child but "it is gratifying to know that most children are sufficiently plastic to be in time influenced for good".

Too often people have failed to recognize the simple truth that a child cannot be broken up into parts -- one for the parent, one for the neighborhood, one for the school, and another for the church.

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[1] McLester, Amelia, The Development of Character Traits in Young Children, Charles Scribner's Sons, 1931. p. 23.

"The child is an indivisible whole as he grows from infancy to manhood and must be planned for and served as such."[1] As soon as a child is born he begins to accumulate habits and traits, desirable or otherwise, and the earlier he receives sympathetic correct training in self-control and wholesome behavior, the sooner he will begin to live in more socially approved ways.

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[1] Children in Democracy, General Report Adopted by the White House Conference on Children in a Democracy, Children's Bureau, January 19, 1940, Washington, D. C., pp. 8-9.

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